

Goals and Rationale:

The purposes of this project are to practice and develop Chinese conversational skills through creative online collaborative writing and live performance. You are encouraged to maximize your imagination to create a skit based on the topic – Dining in a Chinese restaurant. Your final product is a group live performance. During the process of developing your skit, you should apply your knowledge of the Chinese language and culture on the lessons that you have learned from the Integrated Chinese textbook, class notes, and handouts. You are encouraged to look up certain new words or expressions from online dictionaries, such as MDBG or Nciku; however, you should avoid using online translation programs for this project, not only because online translation is not a reflection of your own work, but also because it is not accurate in the most time. As you complete this project, you will gain content knowledge of the subject and experience in:

1. Creating situational skit dialogues in Chinese to reflect your knowledge about Chinese language and Chinese culture
2. Understanding and comparing the differences in dining customs between American and Chinese peoples
3. Reproducing a real life related Chinese skit for acting
4. Collaborating with your classmates on a team project

Target Students & Work Structure:

Chinese III (2013-2014), Group work

Project Requirement:

Wikis and Google Docs are the two major websites that you will use for this project. In addition, a few other multimedia tools might be needed for your final productions.

1. Wikis for online grouping and collaborative skit writing;

2. Google Docs for creating a shared link for your skit script and Culture research paper
3. For extra credits, you can use -
 - i) Movie Maker (PC users) or iMovie (Mac users) to create videos
 - ii) Youtube to upload your video for embedding or linking
 - iii) Audacity to create an audio file
4. If you introduce any new vocabulary beyond the text, please provide both Pinyin and English meaning
5. If you choose, you may use English for non-conversational portion of the skit such as background information

Time Table: The entire project is divided into 4 phases, will last about six weeks: (Mark the important dates on your agenda book.)

- Preparation: sign up for a group, study rubrics, brainstorm the skit ideas, tasks distribution
- Production: create skit writing, rehearsal
- Presentation: live performance
- Personal Reflection.

Timeline	Tasks	Notes
W1 9/30/2013 (Mon)	Students form groups of 3 or 4	On Wikis in the lab
W1 9/30/2013 (Mon)	Receive skit rubrics hard copy	Available online as well
W1 10/2/2013 (Wed)	Groups brainstorm skit plots on the Writing Pad, start to draft the skit	On the Wikis in the lab
W3 10/11/2013 (Fri)	Skit draft is due on Wikis	For teacher to review
W4 10/16/2013 (Wed)	Review teacher's comments on the skit script; make correction;	On the Wikis in the lab
W4 10/18/2013 (Fri)	Groups finalize the skit and Culture Research Paper due	Script is ready for print and rehearsal
W5 10/21-25/2013	Group rehearse	In/out of class
W6 10/24-25/2013	Group performance	During class
W6 10/30/2013 (Wed)	Complete a project reflection	One full page, submit online

You and your team will have a few classes to work on this project in the early planning phase. But you should never depend on having class time to work on this project. The majority work and practice are expected to be completed outside the class during resource time, study hall, lunch time, after school, or weekends. Please work diligently with your team members, follow each deadline closely, and communicate with your teacher in a timely manner whenever you encounter any problems. As usual, please feel free to seek stimulated ideas, tech support through the online forum discussions.

Evaluation:

The total points for this project are 120 points. (See rubrics for details)

- Skit script writing – 50 points
- Skit live performance – 40 points
- Culture Research paper – a full page on Chinese dining customs – 20 points (citation is required)
- Post project self-reflection – 10 points

Please remember: each of you will be evaluated individually based on your input, quality of work and your group's entire performance.

Ideas for gaining extra credits:

- Audio: verbally introduces your team members, and some background about your skit, including how your final version of the skit scripts was evolved, discussions, difficulties that you have encountered during the production, etc. For the convenience of the viewers, you should also include a navigation tour in your audio. The audio file should be at least 2 minutes long.
- Video: resembles to your live skit performance, but you can spice it up with some background music, captions or transition effects/animations between video clips. Be creative! Your final product can be uploaded to Youtube.

Rubrics for the skit script: (total 50 points)

Items	10	8-9	5-7	3-4	1-2	Your score
Developing & Sequencing of the story	Well developed; many details; holds audience's interest; strong beginning, middle, and end.	Adequately developed; includes all required story elements; has beginning, middle, and end.	Partially developed; missing a few required story elements; beginning, middle, and end may be unclear.	Minimally developed; missing many required story elements; hard to follow.	Unsatisfactory development; inadequate amount of material; no sequencing.	
Language Structure	Employs complex structures and speech; demonstrates a sophistication in mastery of learned language structures.	Employs consistent and accurate use of structures; may contain a few minor errors that don't interfere with the communication.	Generally uses correct structures with some errors.	Shows many errors in use of structure; or lacks of self-constructed sentences.	Has no apparent understanding of structures.	
Vocabulary	Is used accurately with creative variety; reveals breadth of knowledge	Is appropriate	Is simple with some inappropriate use	Is limited or incorrect; speaker may create a target language from the first language	Is very poor or inaccurate for topic; first language word may be used.	
Typing Errors	Free from the spelling of English and pinyin, or Chinese characters	Occurred once in the spelling of English or pinyin, or Chinese characters.	Occurred twice in the spelling of English or pinyin, or Chinese characters.	Occurred three times in the spelling of English or pinyin, or Chinese characters.	Occurred more than three times in the spelling of English or pinyin, or Chinese characters.	
Participation & contribution	Team log shows that you have actively participated in this project: your ideas have shaped up the skit; Your team members are pleased with your collaboration and leadership.	Team log shows that your ideas were adequate and important. You have taken part in at least two of your team tasks	Team log shows that you have participated in this project with some amount of work. You have taken part in at least one of your team tasks.	Team log shows that you have participated in this project with limited amount of work.	Team log shows that you have not participated in the team work. Your partners have complained the difficulties of working with you.	
Time duration	is within the range of 3-4 minutes (0 minus)	-	-	is more than 5 minutes or less than 3 minutes (minus 1 points)	is less than 2 minutes (minus 2 points)	

Rubrics for Live Performance: (total 20 X 2 = 40 points)

Items	4	3	2	1	Your Score
Cultural understanding Expression and Gesture	Showed great appreciation and understanding on Chinese culture. Conversation appeared natural and imitates the gestures of real life.	Showed some appreciation and understanding on Chinese culture. Conversation appeared mostly natural.	Used little changes in vocal qualities or vocal animation to enhance the meaning of the lines. Conversation appeared forced or unnatural.	Voice appeared flat as if “rote reading”. Arm, hand and facial movements seemed random and unrelated to the meaning of the lines. There is no sense of conversation or real life.	
Input of lines & acting	Input of lines and acting played the key role in the performance.	Input in both acting and speaking lines was adequate.	Input in either acting or speaking lines was helpful but not adequate.	Input in both acting and speaking lines was limited to minimum.	
Voice, Pronunciation & Intonation	Voice was easily heard in all parts of the room. Loud volume seems natural without yelling; mostly correct with only minor flaws in pronunciation & intonation	Voice was easily heard in all parts of the room, but pronunciation was influenced by speaker’s native tongue	Voice was easily heard only a few feet from the speaker; showed strong influence from speaker’s native tongue	Voice was easily heard only if standing next to the speaker; was dominated by speaker’s native tongue	
Memorization on lines	Memorized all lines without struggling.	Memorized all lines but with obvious hesitation and/or struggling for 2-3 times	Had to use some visual aids or aids from partners in order to move on to the next lines	Heavily depended on the notes in hand in order to carry on the conversation	
Stage Presence	Appeared very comfortable performing in front of the audience. Kept body positioned to share facial gestures and expressions with the audience. Seemed aware of the audience and sensitive to their responses, yet still clearly engrossed in the imaginary world of the scene.	Appeared comfortable performing in front of the audience. Enjoyable to watch with reactions appropriate to the scene. Kept body positioned to share facial gestures and expressions with the audience.	Often appeared uncomfortable performing in front of the audience. Clearly tense yet tries hard to continue with the scene. Forgot to keep body positioned to share facial gestures and expressions with the audience.	Obviously uncomfortable performing in front of the audience. Shared few or no facial gestures and expression with the audience (head down, back to the audience, etc.)	